

**THE BOSTON PSYCHOANALYTIC SOCIETY AND INSTITUTE, INC.**  
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Development II  
Seminar Year III, Fall/Winter 2014-2015

### **Middle Childhood**

**Instructors:** Monty Stambler  
Charis Cladouhos

**Course description:**

We will explore the psychoanalytic understanding of development from the beginning of middle childhood up to puberty. Middle childhood, previously referred to as “latency”, is the age where formal schooling and the forming of significant peer relationships begins. It is also the phase when many children are seen for psychoanalysis or psychotherapy. We will cover the tasks of development between the ages of 7 to 11 years. We will look at the increasing complexity of function required of the latency-aged child, focusing on cognitive development and the interaction of cognitive development with self-concept and self regulation. We will review issues related to gender fluidity/identity. Finally, we will identify difficulties which arise during latency as they are manifest in the treatment of adult analytic patients.

Seminar members should consider this syllabus a proposal. Both of us have clinical material to present. However, we know that many of you treat children as well, and that all of us see adults with difficulties derived from middle childhood. We welcome you to feel free to present your own cases. You should also feel free to let us know if you have suggestions about the reading list or about particular topics you would like us to focus on.

**November 12, 2015**

**1. Historical overview: 100 years of latency and 20 million years of middle childhood**

Learning Objective: Discuss evolution, historical and contemporary views of middle childhood.

Readings:

Knight R. (2014) A Hundred Years of Latency: From Freudian Psychosexual Theory to Dynamic Systems Nonlinear Development in Middle Childhood. Journal of the American Psychoanalytic Association, Volume 62(2):pp.215-235. [Available in [Library](#)]

Stambler, M. in draft -Paleoanthropological perspectives on middle childhood in humans. [Available in [Library](#)]

Optional:

Del Giudice, M. (2014) Middle Childhood: An Evolutionary-Developmental Synthesis. Child Development Perspectives, 8(4): 193-200. [Available in [Library](#)]

**November 19, 2015**

**2. Normal cognitive development in Middle Childhood and its influence on the evolving nature of play.**

**Piaget and game development**

Learning objective: Understanding shifts in cognitive function as described by Piaget and its practical implications in terms of its influence on play and technique with children in middle childhood. popular latency aged games will be discussed in relation to the cognitive skills that are developing.

Reading to be selected after the first session so we can assess together how much background you already have on this.

**December 3, 2015**

**3. The emergence of learning disabilities in middle childhood**

Learning Objective: Describe intrapsychic difficulties occurring due to variations in cognitive style.

Readings:

Gilmore, Karen(2002). Diagnosis, Dynamics, and Development: Considerations in the Psychoanalytic Assessment of Children with ADHD. Psychoanalytic Inquiry, (22) 372-390. [PEP Web Link](#)

**December 10, 2015**

**4. Persistence of learning issues in adult patients.**

Learning objective: Describe intrapsychic and technical considerations in the analysis of adults with childhood history of learning disorders.

Readings:

Kafka, Ernest(1984). Cognitive Difficulties in Psychoanalysis. Psychoanalytic Quarterly, (53)533-550. [PEP Web Link](#)

Bernstein Stephen B. (2015) When the Analytic Patient has Attention Deficit Hyperactivity Disorder. JAPA, 63(2): 213-45. [Link to Online Publication](#) [available from or can be downloaded in the [library](#)].

**December 17, 2015**

**5. Gender fluidity and the Development of Gender Identity.**

Learning objective: Discuss Complexities of Psychological Development when body does not define gender in transexual patients.

Readings:

Saketopoulou, A. (2014) Mourning the Body as Bedrock: Developmental Considerations in Treating Transsexual Patients Analytically. JAPA 62 (5): 773-806. [Available in [Library](#)]

**January 7, 2015: Academic Lecture**

**January 21, 2016**

**6. Social context in middle childhood: siblings and friends**

Learning Objective: Discuss developmental importance of siblings and friendships in middle childhood and in the transferences of adult analyses.

Readings:

Vivona, J.M. (2007). Sibling Differentiation, Identity Development, and the Lateral Dimension of Psychic Life. JAPA (55) 1191-1215. [PEP Web Link](#)

**January 28, 2016**

**7. Screen time: friend or foe?: Social media, Digital devices from latency onward.**

Learning objective: Describe, from a psychoanalytic viewpoint, social contextual factors effecting middle childhood development.

Readings to be determined by class interest. We have a number of possibilities.

**February 4, 2016**

**8. A Farewell to Middle Childhood and the Entry into Adolescence**

Learning objective: Apply principles covered in the seminar to an analysis of the film "Stand by Me"

Readings:

Sullivan, H.S. (1953). Juvenile Era and Preadolescence. Chapters in *The Interpersonal Theory of Psychiatry* (pp. 227-262). New York, NY: W.W. Norton & Company, Inc. [Available in [Library](#)]

Terr, L.C. (1989). Terror Writing by the Formerly Terrified—A Look at Stephen King. *Psychoanal. St. Child*, 44:369-390. [PEP Web Link](#)